



Drama



Year 7 Knowledge Organisers





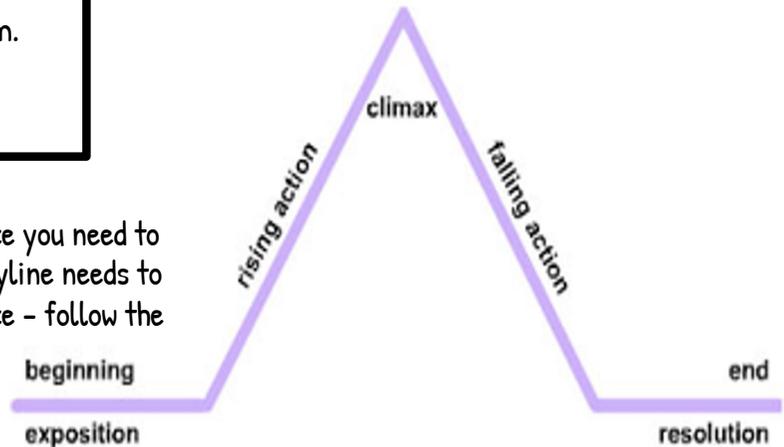
CREATING DRAMA KNOWLEDGE ORGANISER

DRAMA LESSON EXPECTATIONS

- ★ Sit in seat as soon the lesson starts.
- ★ Stay on the wooden floor
- ★ Speak respectfully to others when working in groups.
- ★ Always clap after people perform.
- ★ Never talk when someone is performing.

Plot

When creating an exciting performance you need to think about how the action in the storyline needs to rise to hold the interest of the audience - follow the plot diagram to help



TOP TIPS FOR CREATING DRAMA

- ★ Cooperate with others
- ★ Listen respectfully to others' ideas
- ★ Share your own ideas and make contributions
- ★ Stay in your working space
- ★ Plan your time effectively and structure your rehearsal
- ★ Think about where your audience will be and rehearse with this in mind
- ★ Make sure everyone knows what they are doing Practice your transitions (the moments between a scene change)

POSITIONING ON STAGE

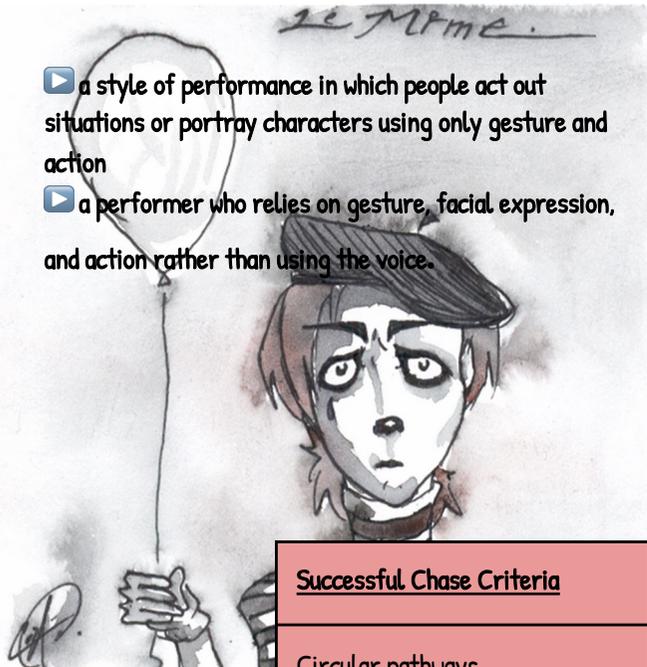
Up Stage Left	Up Stage	Up Stage right
Stage Left	Centre Stage	Stage right
Down Stage Left	Down stage	Down Stage right

Audience

CREATING A CHARACTER USING CHARACTERISATION SKILLS

Facial expressions	One or motions or positions of the muscles beneath the skin of the face
Voice	The sound produced that can also show an opinion or attitude
Posture	The position in which someone holds their body whilst standing or sitting
Movement	The change in the position of a body part with respect to the whole body.

- ▶ a style of performance in which people act out situations or portray characters using only gesture and action
- ▶ a performer who relies on gesture, facial expression, and action rather than using the voice.



MIME

KNOWLEDGE ORGANISER

Silent Films

This applies to the full length films that were made in the early 1900s. Although allied silent films they were rarely silent. Technology meant that they could not record the actors voice but they added music in and sound effects which accompanied the acting.

Rules of Mime

- ▶ **Silent** (No talking!)
- ▶ Exaggerate **facial expressions**
- ▶ Exaggerate **gestures and movements**
- ▶ Keep the **size** of objects the same
- ▶ Show the **weight** of objects
- ▶ Make the **shape** of objects clear
- ▶ Ensure objects stay where you put them and don't "Disappear". E.g don't walk through the table you've mimed!

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Successful Chase Criteria

- Circular pathways
- Confusion / an obstacle
- Disguise / hiding in plain sight
- Pausing the chase
- A Distraction
- Use the rules of mime!

NEUTRAL POSITION





SCRIPTED DRAMA KNOWLEDGE ORGANISER

WE WILL STUDY 3 DIFFERENT SHORT SCRIPTS EXPLORING THE FOLLOWING

WHAT IS SUBTEXT?

The subtext is **what is going on beneath the words**. Adding a subtext gives the actor another level to play in a scene and generates content.

WHAT ARE OBJECTIVES

In a scene an actor might have lots of objectives. These are split into units of action. An objective is what the character wants or what the characters goal is.

WHAT ARE THE GIVEN CIRCUMSTANCES?

Given circumstances is what information the playwright gives you in the text. For example the gender, age of a character. Where the play is set and the relationships between characters

Play we will perform an extract from - SPARKLESHARK by Philip Rigley

High up on a tower block roof, Jake writes magical and fantastic stories in secret book to hide from bullies. Polly finds Jake on the roof and realizes that there is more to him than what meets the eye. Natasha joins Polly and finds her talking to a 'geek' shortly followed by Carol and the rest of the bullies. When the gang of boys actually arrive, though, everyone's in for a great surprise. To save himself, Jake weaves his best story yet. It is so good that the gang drop their tough trendy act and demand starring roles in the unfolding fantasy of mystery, danger, love and the final encounter with Sparkleshark. Eventually, they make a pact to meet up every week as a group and tell stories together.

VOICE SKILLS
Pitch
Pace
Volume
Pause
Emphasis
Elongation
Diction
Accent
Intonation

PHYSICAL SKILLS
Body language
Proxemics
Posture
Gait
Pace
Levels
Eye Contact